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Vol 20, No 7

Office of Public Instruction

April, 1977

Maynard to keynote Conference



William Maynard, Seattle School administrator, author and noted specialist in the field of school climate, will be the keynote speaker at the State Superintendent's Annual Administrator's Conference April 18 and 19 at the Colonial Inn in Helena.

Maynard is best known for his work in Seattle's Cleveland High School which was once characterized by racial strife, violence and property destruction. By promoting positive school climate, healthy self-concepts and personal and social pride, the school lowered its absentee rate from 35 per cent to only 5.6 per cent. The school whose football team had won three games in seven years won a

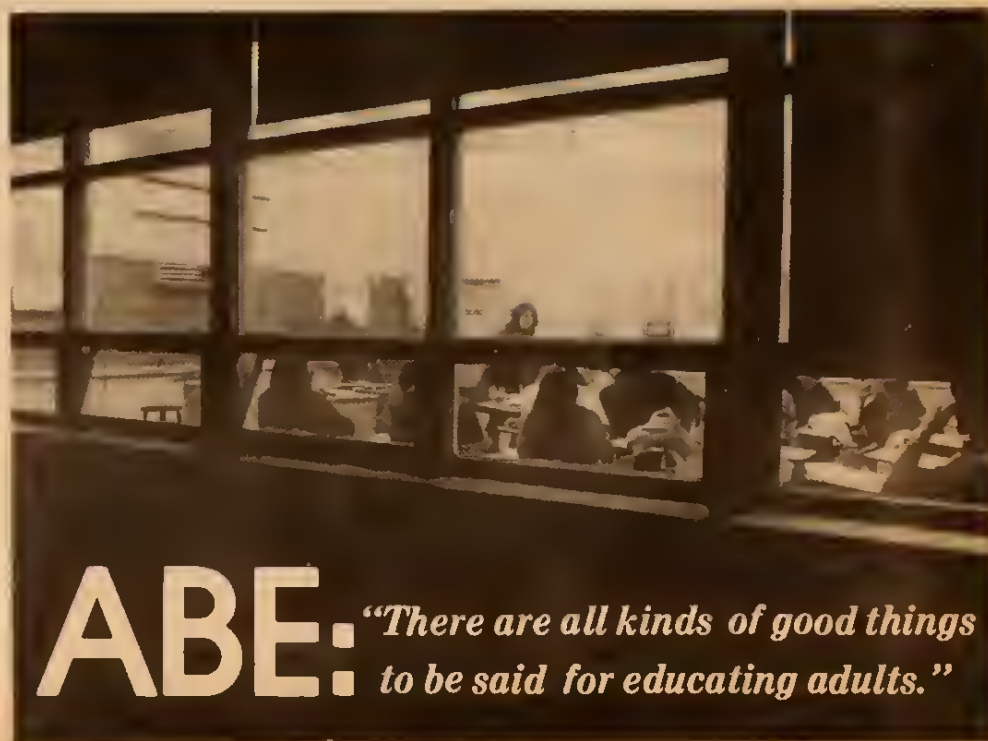
place in the city playoffs. The school library after Maynard's work measured a 30 per cent increase in circulation and a 70 per cent decrease in stolen books.

Maynard's keynote address is titled "Dealing with Major Problems in Our Schools" and he will lead a mini-workshop to share some of his techniques in improving student and teacher morale.

Among other presentations at the Superintendent's Conference will be "Administrators Can Be Loveable and Capable Too" by staff member Linda Shadiow; "The Energy Crunch" by Bill Christiansen, former Lieutenant Governor and now Staff Coordinator for the Montana Energy and Resource Policy Office; and "Test Scores - What do They Mean? How To Use Them" by OPI staff.

Registration for the conference will begin at 8 a.m. on Monday; Maynard's presentation will be at 9 a.m. and the conference will adjourn at noon on Tuesday.

Information is available from Hal Hawley, Office of Public Instruction, Capitol, Helena 59601 - 1-800-332-3402.



An interview with Bill Cunneen, OPI Adult Education Consultant.

How big an issue is adult basic education?

According to the 1970 census, Montana has 171,119 adults age 18 and over without a twelfth grade education. That means 39 per cent of the adults in the state of Montana have less than a high school education. If you walk down the street, four of every ten adults you meet are without a high school diploma. For the sake of definition we presume that someone without a high school diploma today is educationally disadvantaged. Whether or not that educational disadvantage affects his economic existence is something that I wouldn't contend, but there are a good number of people who are not functioning adequately in society whose biggest detriment is a lack of education, a lack of credential. Very few employers have jobs that are desirable that do not require some plateau of education. Citizenship requires reading comprehension skills, among other abilities and the enrichment of an individual's life usually comes through knowledge.

From a teacher's point of view, adult education must be a different experience—the students come voluntarily, they want to be there.

Absolutely, there's no reward for the student other than that which the individual feels. He isn't subsidized, he doesn't get any M &

Ms along the way; the only reason he's there is because he wants to be. Teaching adult basic education is one of the most gratifying activities to get involved in because you can see educational change taking place in a short time. Most students have a definite goal in mind that requires some educational preparation and they present themselves and say, "Look, all I want to do is learn to add, subtract and multiply; all I want to do is learn to read the newspaper. That's all. Don't give me a bunch of other stuff." And some do terminate when they reach their first goal, but far more of them go on once they get ignited a little by some success. Once they learn that education isn't a tortuous task, that it can be enjoyable, they don't need to apologize any more for not knowing how to do simple things. Once they discover a little self-pride, it's like opening the floodgate, they go after it hard. There are no achievement tests unless the individual wants to take one, there are no report cards, no attendance records, the students don't have to be there when the bell rings. So if the teacher isn't using methods that satisfy the goals of each student, students will vote on the instruction with their feet and they will be gone. Teachers who don't like this unstructured situation become extremely uncomfortable and they get out of it. So it's a rare thing to have a teacher who is disliked by the students.

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Montana Schools is distributed in the public schools and to the members of boards, associations and organizations concerned with education in Montana. Copies are available on request and comments are welcome.

(continued from page 1)

How many adult education centers are there?

We have 16 funded projects, but there are seven satellites from these so you could say there are 23 sites, with enrollments from 30 to 1,000 students. This year we have a projected enrollment of about 3,500, at a cost per head averaging about \$125.

Who pays for adult basic education?

At the present, the funding comes primarily from the federal



government on a state grant basis. However, federal regulations require that no less than 10 per cent be from either the state or local sources and since we don't have any state money, all the matching funds come from local sources. Presently our match requirement is that 20 per cent of the total project budget must be local funds. There's a one-mill permissible levy and that's the primary source of the local money. We have introduced in the House a bill that is now in the Senate (HB305) for policy on adult basic education. It is enabling legislation that permits the state legislature to appropriate money for adult basic education, and in conjunction, there is a line item in Supt. Rice's budget for funding the program.

Would that money be for new centers or greater enrollments at existing centers?

Both. I have on hand legitimate applications for funding for more than \$1 million for projects at existing sites. But I would like to see more centers; we ought to make more opportunities available by geography. A situation is fast developing where without some additional money, local project administrators will be turning people away from adult basic education centers. That's really compounding the problem. Montana has a drop-out rate of about five per cent every year from an enrollment of roughly 200,000, which I believe compares favorably nationally. That means though, that 10,000 students are leaving school every year and likely will be in need of basic education in their future to become self-sustaining. If we are serving 3,500 a year, which is the greatest enrollment ever, we're still only serving a third of the people coming into the target population every year. So we're not doing very well in keeping up and if we don't get a state appropriation, we won't even keep up with inflation and

increased enrollment in existing programs.

There are some clear social benefits to adult education programs too . . .

There are all kinds of good things to be said for educating adults. It costs approximately \$125 per person per year for this program; it costs over \$12,000 a year to keep a person in prison. There are enough people on welfare in need of adult education that we could justify twice the appropriation we are asking for. And the tragedy is that those people most in need of help are also the least vocal, the least organized and the least militant about obtaining that help.

Are most adult educators specialists?

In the big centers such as Billings we have eight or ten professionals who do nothing but adult basic education probably 48 weeks out of the year. In the small communities, the program only operates about 6 to 15 hours a week and the teachers are usually classroom teachers who do additional part-time evening teaching. Adult educators are specialists in the sense that they deal with a special clientele. We try to provide special training opportunities for teachers of adults. We arrange three weekends of workshops each year and occasionally we are in a position to have one- to three-week long seminars — usually at MSU. It is the only unit of the university system that offers a degree in adult education, a program largely developed by Dean Ringo, (Dean of the MSU School of Education) who has been really supportive of adult education throughout the state.

Adult education and community education are overlapping concepts to some people. Can you clarify the two?

Adult education is an umbrella term that may include adult education, enrichment programs, extension etc . . . Community education is a concept of lifelong learning and community resources that may at some time include adult education. Community education is sometimes defined as a process; adult education defines a clientele. Adult basic education deals exclusively with literacy training for adults.

Does that mean students don't usually earn diplomas or equivalency if the curriculum doesn't include the coursework other than for literacy?

Not necessarily. The General Educational Development test covers five areas and if an individual presents himself to a center and says he wants to complete the GED, he can receive training to do that. A diploma is an entirely different thing. It is awarded by the local board of trustees who can establish the criteria for granting it according to state accreditation standards. The standards usually include a required amount of seat time in certain courses that most adults just can't afford. That does lead into a subject that is really exciting and new to Montana. That's the Adult Performance Level Project in Missoula. It is a competency-based educational program that when completed leads to the awarding of a high school diploma.

Copyright & Copywrong

by Bruce MacIntyre

When the new federal copyright law, P.L. 94-53, goes into effect on Jan. 1, 1978, teachers, librarians, media specialists and school administrators may have some mixed emotions. Should we offer a toast to sanity or should we run for cover? Many issues were addressed for the first time in copyright law and some — but not all — of the old questions have been answered.

Under the previous law, written in 1909, there were no provisions for the sophisticated types of copying equipment that are so handy today. Although the area of "audio visual" copying is not yet totally defined, the law directs that producers and users will reach royalty and licensing agreements within five years or the newly created copyright tribunal will do it for them. In the area of printed materials, the law has laid down some pretty definitive guidelines. Don't be surprised if producers, distributors and publishers seek a few violators as soon as the new law takes effect, just to set an example.

Each individual case will, of course, be judged on its own individual circumstances; the following guidelines are not intended as legal advice, they are provided to acquaint you with a few of the new ground rules. So what is "fair use" and what can you copy legally? For books and periodicals:

- 1) copying shall not create or replace anthologies or other collective works,
- 2) copying shall not be allowed in lieu of buying books or be directed by a higher authority than the teacher,
- 3) copying of the same item from term to term is prohibited,
- 4) consumable works such as workbooks, test answer forms, may not be copied.

You can make multiple copies of a work for classroom use provided you make only one copy per pupil, keep it "brief and spontaneous" and stay within the guidelines above. "Brief" is defined as being no more than 250 words of a poem, a complete short story or an excerpt of up to 1,000 words or 10% of a longer prose work, or one

the Reel News

by Bruce MacIntyre

In response to numerous requests, we have deviated from our stated desire to purchase only duplicate copy prints this year and recently ordered two copies of the film *Cipher in the Snow*. Primarily for use by teachers and administrators in professional settings, the film deals with the importance of concern for the needs of every child. It tells about a young student who no one thought was important and the events following his sudden and unexplained death. The film is 24 minutes long, in color and was released in 1974. It is number 8830 in our library and is available for immediate ordering. We also purchased the film *Sit Down and Shut Up*, a nine-minute color film made inside an overcrowded school which deals with the problems involved in crowded classrooms. Number 8831 in our collection, *Sit Down and Shut Up* is also intended for use by adult and professional audiences.

Please note also that we now have a different version of film number 8175, *Nanook of the North*. Our old print wore out and we were advised by the distributor that our version (originally released in 1948) is no longer available. Instead, the distributor has the original version released by the cinematographer, Robert Flaherty, in 1922. This version contains the same original footage but uses only a musical sound track without the 1948 narration. Prints of this version are now in the library and are available for circulation.

We have had a number of requests for copies of the 1974 master catalogue which we are, unfortunately, unable to fill. We have no more copies to distribute

of either that catalogue or the 1975 supplement. Rather than attempting to reprint those older publications, we are preparing to combine the main catalogue and its two annual supplements into one new catalogue, hopefully to be published about this time next year. In the meantime, please bear with us, and if you need additional copies of the 1976 supplement, we do still have some copies of that. If you have any reactions to the latest supplement, we would like to hear them, and if you have any suggestions about format changes, indexing, etc. for the pending fall catalogue, please let us know while we are still in the planning stages.

In case you ordered any of the following films earlier this year and could not get them scheduled, please try again. We have ordered duplicate copies of all these titles and most are in the library or soon will be.

8209	Taxes, Who Needs Them?
7227	Benjamin Franklin
7613	American Indian — After the White Man
7612	American Indian — Before the White Man
7875	The Dawn Horse
7296	The Ugly Duckling
7342	Elephant and Hippos in Africa
7453	Legend of Johnny Appleseed
7454	Islands of the Sea
7546	Mammals of the Sea
7636	Seagull and the Zoo
8023	Pigs!
8154	Sheep, Sheep, Sheep
8025	Earthquake Do's and Don'ts
8153	Perils of Priscilla

illustration per book or periodical issue. "Spontaneous" means simply that the duplication must be motivated by the teacher's sudden inspiration (or the suggestion of the librarian or media specialist) and not by official directive or routine practice.

"Cumulative effect" is also a factor in determining fair use and this refers to the total result of the duplication, including the effect on the potential market for the copyrighted work. In practical terms, it means that no more can be copied than one short book, two excerpts from any one author per school term, three selections from a single anthology, or more than nine instances of multiple copying for any one course during a single school term.

How about television? Corporate giants like CBS and NBC wouldn't notice some small rural high school copying educational specials from the air, so nobody would be hurt, right? WRONG! In the first place, CBS didn't produce that program; some independent educational producer did and he is trying to sell you that same program on 16 mm film or video tape. He holds all the copyrights to that material, he is the one who is losing his market, and he is the one who will sue you. CBS couldn't care less. Public Broadcasting System (PBS) is a slightly different matter. Educational channels like KSPS, Spokane, and KUED, Salt Lake, have restrictions that allow educators to make some free use of the materials broadcast. For example, programs produced with federal funds are not copyrightable and are available for unlimited copying and use. Many other programs are broadcast with the right to copy and hold for seven days, But They Must Be Erased After Seven Days. A few series are not authorized for seven-day school use, for example, "Masterpiece Theater," "Nova," and "National Geographic Special." These are not free to be copied anymore on commercial TV, but many of them are available for rent or purchase on 16 mm film and videocassette. If you see one you would like, but can't afford, suggest that the Montana State Audiovisual Library add it to its collection. If you have any doubts about a particular program or series, contact the station that broadcast it; they usually can tell you what the restrictions are. Or, write to PBS directly. Their address is: Public Broadcasting System, 475 L'Enfant Plaza S.W., Washington, D.C. 20034. Attention: Ms. Rea Sykes.

Remember, most of the guidelines for printed materials go into effect with the new law on Jan. 1. School boards and administrators incur no liability for the independent actions of teachers and the law provides for penalties of up to \$50,000 per item wrongfully copied. The protections enjoyed and the uncertainties suffered because of the ambiguities of the old law will end and we can expect a round of test cases by this time next year.

Spring Refresher workshops tune-ups for educators

Educators can learn how to better teach archery, fishing, and shooting at a workshop camp May 13, 14 and 15 on the Upper Boulder River, 40 miles south of Big Timber.

The workshop is co-sponsored by the Office of Public Instruction, the State Department of Fish and Game, the National Rifle Association, the National Archery Association and the American Alliance for Health and Physical Education and Recreation.

The workshop is open to 100 teachers and administrators on a first-come, first-served basis. Participants must limit their enrollment to one of the three subjects for the entire three-day workshop. The cost of the camp is \$5 including room and board. One graduate credit in outdoor education will be available. More information and application forms are available from Dave Oberly, Physical Education Consultant, Office of Public Instruction, Capitol, Helena 59601.

Student artists to show work at interscholastic

The Montana Arts Interscholastic, featuring student painting, drawing, ceramic, batik, stained glass, and other art forms, will be conducted April 22 and 23 at Bozeman Senior High School.

The Arts Interscholastic allows students to be immersed in arts activities for two days and to submit their work to constructive comment by professionals on a personal basis. In addition, workshops are conducted in all areas of artistic effort. A film festival, dinners, swimming and a dance are planned for the participants who can be housed in the Bozeman gymnasium and fed for the two days for a \$7 registration fee.

Following the Interscholastic, members of the Montana Arts Educators Association, will have a meeting at Chico Hot Springs Saturday the 23rd, for the purpose of planning their next annual conference workshop. Cost of room and board for the overnight meeting is \$20.

More information on the Interscholastic and the Association meeting is available from Ray Campeau or Patrick Zentz, Bozeman Senior High School, Bozeman 59715.

Education Hotline receives 1,753 calls

The Office of Public Instruction Reception/Referral Desk transferred 1,753 telephone calls from Montana educators and citizens to OPI staff during March.

Don Hammil and Lee Weiderholt, nationally known consultants on the teaching of children with learning disabilities will be two of the featured speakers and workshop leaders at the First Big Sky Conference on Learning Disabilities May 5, 6 and 7 at the Northern Hotel in Billings.

The conference is designed for parents, administrators, special and general educators, school psychologists, speech pathologists and others interested in the learning disabled. It will host representatives from North Dakota, South Dakota, Wyoming and Idaho besides Montana educators.

Sectional topics include model programs, evaluation, the learning disabled child in the regular classroom and parent rights and responsibilities.

Hammil is a noted author and President of the National Division of Children with Learning Disabilities of the Council on Exceptional Children. Weiderholt is also an author and presently on staff at the University of Texas at Austin. He has specialized in the relatively unworked field of adolescent disabilities.

A series of workshops on alternative education will be conducted at the Colonial Inn in Helena April 22 and 23. Hans Gebert of Mercy College, Detroit, will speak on the Steiner method of elementary education.

The workshops will feature presentations by several alternate school staff members and by curriculum specialists. A few of the topics are "A New Approach to Discipline," "Small Group Processes," "Programs for the Bright and Gifted," and "Funding Sources in Montana."

The workshops are designed for those who are contemplating an alternate learning program in their district, those already involved in alternate education and public school personnel who are interested in implementing alternate teaching ideas in their classrooms.

For more information call Paula Petrik, Project Laser, Flathead High School, Kalispell, 755-8166, or 755-5265.

A conference entitled "Traditions in Transition" will be co-sponsored by the Equal Learning Opportunities Program in the Office of Public Instruction and Focus on Women, a campus organization, April 21-23 in the Montana State University Student Union, Bozeman.

Seminar topics include stress management; school stereotyping; new relations between men and women; women in choice and crisis; parenting; and creative singleness.

Jim Palmer, Field Service Representative for the Office of Public Instruction announced an in-service workshop for school clerks April 26 in Kalispell, April 27 in Missoula.

The workshops will provide assistance in business procedures for general budget, trustee reports and accounting systems.

The office of Field Service Representative is a pilot project created by Superintendent Rice to improve access to OPI services to schools. Palmer, of Thompson Falls, will visit schools in a seven-county area of western Montana to act as a liaison between schools and the state office.

Women in Educational Administration is the title of a state conference to be conducted April 29 and 30 at the Colonial Inn in Helena.

The conference is co-sponsored by the Office of Public Instruction and the Ad-Hoc Steering Committee of Women in Administration. Conference activities include presentation of research about the status of women administrators in Montana; information on funds and state and federal programs which aid women with continuation of education offered by Rep. Max Baucus, State Representative Ann Mary Dussault and State Senator Pat Regan.

Mini-sessions of 40 minutes will be conducted Saturday morning. They are "Working with Women" by Dave Smith, Dean of the School of Education, University of Montana, Missoula; "The Psychology of Success" by Vondene Zanders, Vice Principal of Hellgate High School, Missoula; "How Women Can Gain Administrative Experience" by Milton Negus, Superintendent of Schools, Bozeman.

More information is available by calling the Education Hotline in the State Superintendent's office. The number is 1-800-332-3402.

School staff interested in filmmaking as a supplement to regular curricula may wish to apply for one of two training workshops designed to familiarize participants with the operation of video-tape systems, 8 mm. movies, graphics, slide/tape and still photography.

An ESEA Title III project at Prairie View School in Conrad will host the two day sessions on April 29-10 and May 6-7. They will begin at 1 p.m. on Friday and end 3 p.m. on Saturday. Travel and per diem costs will be reimbursed by the project. More information and application forms can be obtained from Harley Ruff, Principal, Prairie View School, 215 South Maryland, Conrad, 59425 278-5252.

Summer workouts

Courses, conferences, training

Small Group Approach to Teaching Music, an ESEA Title III project, is offering a week-long workshop through Carroll College, June 20-24.

The course explores individualized and small group instruction in music. The project syllabus, written by Imogen Hall and Susan Fletcher, Helena music teachers and innovators of the project, will be used as a basis for instruction. In addition, the participants will be guided in developing their own program and materials.

ESEA Title III will reimburse the first 10 workshop participants, who must be teachers under contract, for round-trip transportation at 15 cents per mile and will provide a \$100 expense stipend. The class limit is 15 participants.

For more information concerning the course, please write Imogen Hall, 1533 Beaverhead Road, Helena or Susan Fletcher, 319 North Fee, Helena. Applications should be sent to C. W. Humber, Director of Summer Term, Carroll College, Helena 59601.

"New Frontiers in Nutrition" is a conference designed for school food manager, public health professionals, home economics teachers, nutritionists and consumers to be conducted June 21-23 on the Montana State University campus, Bozeman.

Topics in the conference are weight control, meats and fat in the diet, the meaning of food — why children accept or reject it and the nutritive value of the American food supply. Several well-known speakers will give presentations and participate in seminars.

One hour of academic credit will be available (\$21) and American Diabetics Association Continuing Education Credit (approximately 15-20 hours) will be offered. Registration fees are \$15 which includes a banquet. University housing will be available for \$5 - \$6.

The workshop is jointly sponsored by the Montana Nutrition Council, Florida Department of Citrus, Montana Stockgrowers, American Dairy Association of Montana, Montana Porkettes, Cowbells and Darigold. More information is available from Mary K. Peryam, Instructor, School of Home Economics, Montana State University, Bozeman 59715.

The Superintendent of Public Instruction is sponsoring traineeships for special education teachers this summer.

Highest priority for the traineeships is for teachers who have not completed their plan of intent to receive a special education endorsement and who have not previously received a traineeship from the office. The office will pay \$25 per special education credit not to exceed \$300.

A limited number of specialized traineeships are available in education of the severely handicapped in the areas of emotionally disturbed and severely retarded multiple-handicapped. Priority for these traineeships will be for individuals who are under contract to work specifically in these areas or if their local school district is developing such a program. An applicant for one of these traineeships already should be endorsed in special education. Because training opportunities for these programs are out of state, specific financial assistance will be negotiated between the applicant and OPI. In most cases limited travel, per diem and tuition will be available.

The application deadline for both types of traineeships is April 27. Applications should be sent to the Special Education Regional Manager. Final approval of all applications will be by the Office of Public Instruction and will be announced by May 15.

A summer workshop called "Resocialization of Sex Roles: Challenge for the 70's" will be sponsored by the Commission on the Occupational Status of Women, a part of the National Vocational Guidance Association July 10-15 in Hartland, Michigan.

It is intended to provide an increased understanding of some of the basic issues facing counselors in the last quarter of the 20th century and information on new approaches to sex-fair counseling for people of all ages.

A limited number of scholarships are available and academic credit can be obtained from Wayne State University. Fees for board and room, conference registration and materials are \$150.

For more information write to Elinor Waters, Chairperson, Commission on the Occupational Status of Women, Director, Continuum Center for Adult Counseling and Leadership Training, Oakland University, Rochester, Michigan 48063.

Abducted girl may be in Montana

A seven-year-old North Dakota girl has been abducted by her father from the legal custody of her mother and may be in a school in Montana.

H. J. Snortland, Superintendent of Schools for North Dakota requested Montana educators to assist in trying to find Stacey Lee Eskelson. She has blond hair, blue eyes, slim build and is of average height for a first grader. She and her sister, Stephanie Lynn, four, have not been seen by their mother since July, 1976 when their father abducted them.

Any information concerning the girls should be forwarded to Supt. Snortland, Department of Public Instruction, Bismark, North Dakota 58505.

Students compete in auto repair

Written exams for the Plymouth Trouble Shooting Contest were conducted in Montana schools April 5 and the highest scoring teams should be getting ready for the "hands-on" competition May 17 in Helena. The state champion team will compete with other teams from the country for college scholarships and other prizes in the June national finals in Atlanta. The contest is sponsored by Plymouth dealers to encourage mechanically skilled students to continue their educations and to seek jobs in the automotive field.

Applications due for vo-ed projects

The Vocational Educational Department advises that application forms for vocational education projects were sent March 25 to all high school district superintendents for projects proposed for the 1977-78 school year. Completed forms are due in the state office on April 18.

Additional forms or information should be requested from Gordon Warner, Assistant Superintendent/Director for Vocational and Occupational Services, Office of Public Instruction, Capitol, Helena 59601.

Havre to host Skills Olympics

The sixth Annual State VICA Leadership Conference and Montana Skill Olympics will be conducted at Northern Montana College, Havre, April 21 and 22.

Delegates and advisors from 14 secondary VICA and two post-secondary chapters will take part in the conference and skill olympics events. More information is available from Jeff Wulf, Industry Consultant, Office of Public Instruction, Capitol, Helena 59601.

Mem

Harriet Meloy, Chairwoman

Harriet Meloy

Could you talk for a few minutes about your goals for Montana education as a member of the Board of Education.

One matter we are going to be looking forward to is attention to the individual child with the idea that there is no such thing as the average child and each should be treated in a special way. The future of education is very exciting. With the media that we have available to us today, with TV, every child in the entire State of Montana can have the same opportunities as the urban child. There is a committee on planning for the future with the Board of Education—and I should say that's one of our goals—to look into plans for the future. We are going to be looking at the Post-Secondary Education Commission recommendations, the Basic Quality Education study. We're going to go clear back to the Duram Report and try to pick up some of these things that people are talking about. I would like to have more ideas from citizens. I wish there was some way that we could communicate with other citizens who are deeply concerned about education. I think we're going to have to find a possible substitute for the Foundation Program, a new way of paying for education. I wonder whether something that was devised in 1949 actually serves schools today. Superintendent Rice will commission a study on the Foundation Program and maybe out of that will come some new way of approaching the financing of education.

What do you see as the major issues facing Montana education right now. And how can the Board respond to them?

Well, of course, we have to be concerned about how the Foundation Program is fairing in the Legislature. I think that special education with the ramification of the federal guidelines, and the need to identify each student who must be treated under the special education program, is an issue but we must move as quickly as possible to comply. I think that we have to be more aware of the need for probing sexual stereotype and discrimination. We have good people out in the field who are studying the situation and I really believe we must make the public aware, make school boards aware, administrators, and teachers, that everything that they say and do might have some bearing on whether or not students are picking up the right attitudes about people's rights.

How well does the Board relate to the public?

I really don't think that the people know what the function is of the

Members of the Board:

Chairwoman of the Board of Public Education, and Earl Barlow, a member for four years, discuss some of their goals and concerns for Montana's policy-making citizen board of education.

Board of Public Education or indeed that there is a Board of Public Education. And I don't know how we can do better because we don't have the ability to be in touch. We don't have a newsletter and we don't have a person who explains what the policy-making role of the Board is. We are seven people all of whom are very busy; we all have our own 8-hour-a-day job; we really don't have any ability to make people of Montana aware of what the role of the Board is and I think this is probably part of our problem in communications as far as the Legislation is concerned. We have introduced Senate Bill 138 in which we asked for professional assistance to help us be in better touch with various school organizations and the school communities. We have said that the people of Montana have more faith in professional educators than in the policy-making board. I think they understand the role of the local board of trustees much better than they do the State.

Could you relate your own perspective of the role of the Board, the purpose, the functions?

The Board of Public Education represents the lay public; we give education lay input. In policy development, we try to understand how the public should relate to the professional educators.

Do you have special areas of interest that you would like to talk about, programs for the gifted or vocational education, anything that you are particularly interested in supporting as a Board member?

I'm very interested in teacher training. I think we're going to be involved in this with the new committee that's been appointed to articulate with the Board of Regents and the schools of education. I think we are going to be talking about a combination of competency-based teacher education and essentially what we have now. Then we will have to take a look at certification. Also, I have always been deeply concerned about the gifted and talented. I think that is one crucial issue that has not been addressed in Montana. It's going to take imagination and commitment on the part of local administrators and schools to adequately serve this group of children and I think federal statistics say we have more than 3,100 gifted students in Montana.

Would you care to say anything about the governance issue? Do you think the lines of governance are clearly drawn and understood now?

No. I think that the Legislature — especially in the realm of vo-ed — should make some very firm decisions. In the last education

committee meeting in the Senate, we suggested that the entire vo-ed program should be given back to the Office of Public Instruction. We've tried too long to have us both responsible and it just hasn't worked out. There has to be a person who is responsible or a board who is responsible; the joint responsibility doesn't work.



The Chairwoman of the Board of Public Education also holds the position of Head Librarian for the Montana Historical Society Library in Helena. Harriet Meloy has been on the Board of Public Education for six years and its Chairwoman for more than a year. She was awarded the Montana Education Association's Golden Apple Award in 1974 and is a past president of the Montana Division of the American Association of University Women.



Earl Barlow has been a teacher and elementary principal and currently serves as Superintendent of Browning Public Schools. He was the Indian Education Supervisor in the Office of Public Instruction from 1969 to 1973. He was appointed to the Board of Public Education in 1973 and serves as its Vice-Chairman.

Earl Barlow

What goals should Montana educators be aiming for?

One thing that has occupied a lot of my attention is attempting to satisfy the requirements of a Senate resolution, which requested that the Board of Public Education formulate a definition of a Basic Quality Education. We put forth a lot of time, a lot of effort in cooperation with the Superintendent of Public Instruction and in 1975 we published a report called Basic Quality Education. However, I perceive that the definition we came up with didn't exactly satisfy certain parties and I think we need to refine this and come up with something a bit more germane to what the state legislators actually wanted.

Do you see that happening immediately?

I anticipate that it will be one of the Board's goals for the ensuing year and we will begin paying attention to it. It's a concern not only in Montana, but in several states especially in light of the increased emphasis on greater state financial support for public education.

What are the major issues facing Montana educators now?

School finance is an issue that will always be with us, and I think that we're going to have to examine the ability of local school districts to adequately finance a Basic Quality Education. In my judgment, Montana has one of the better school finance programs, but I suggest that we analyze funding on a pupil basis and possibly look at alternatives such as funding on a classroom unit basis which could provide a more comprehensive educational program for the students of Montana.

Do you feel that teachers, educators in general, know what the Board of Public Education does. Do you feel that you relate well to them?

I think the Board of Public Education under the new Constitution has not adequately fulfilled its mandate. I think the Board is somewhat of a mystery to the general population.

Do you have any educational topics of specific interest that you would like to discuss?

One of the major concerns I have, probably because of my ethnic background, is the status of the education of American Indians in Montana. This is a long, involved story. Historically, the education of Indians was legal obligation of the federal government, but over the years the federal government has gradually withdrawn from this field

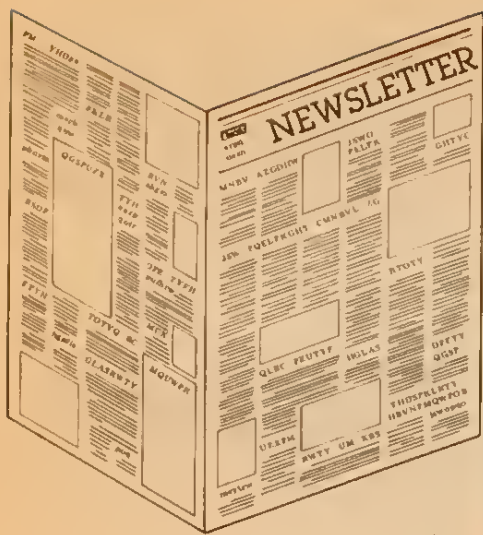
and turned over the responsibility to the state. There's never been a clearly defined policy or role for state Indian education. We have seven Indian reservations and when Montana became a state in 1889, the enabling act and then the Constitution stipulated that public education would be provided for all the citizens. However, the status of American Indians at that time was not clear, and yet all of the lands on Indian reservations were included in public school districts. In 1924 all Indians were made citizens of the United States. I think the federal policy now is that since education is a responsibility of the state, and since Indians are citizens of the state, then it is a state's responsibility. I am not as much concerned about the delivery system as I am about the quality of Indian education. In Montana approximately 90 per cent of all our Indian children now attend public schools. The other 10 per cent attend either a tribal contract school, out-of-state boarding schools operated by the federal government, or private schools. I guess what we're looking for is a more enlightened policy as it pertains to American Indians because their education needs vary and are quite different from the general population of the state.

You'd like to see the state take a stronger interest?

Many worthwhile studies have been made and each has come to the conclusion that American Indians have suffered because of failures of both the federal and state governments to develop successful, relevant education programs for Indians. We realize that education may not be a panacea for all of the problems besetting Indian people, but education does represent the greatest hope that Indians have to gain a greater share of the benefits of the American society. The state needs to develop a comprehensive policy pertaining to the education of American Indians. Education is probably the single most important function of government and I feel that every public school in Montana should provide relevant and adequate educational programs for every learner, regardless of where he lives, regardless of the size of the school he attends, regardless of race, regardless of creed, and regardless of socio-economic status, so that each may be inspired to develop to the fullest intellectual, emotional, social, moral and ethical stature. As a member of the Board of Public Education, I'm committed to bringing this to reality.

National Library Week given slogan

"Use your Library" is the slogan for the 1977 American Library Association National Library Week, April 17-23. Posters, bookmarks, TV slides and banners may be ordered from ALA, Public Information Office, 50 E. Huron St., Chicago, IL 60611.



READING READING

From Rita Brownlee
Reading Consultant

The Montana State Reading Council will conduct its second annual conference on Oct. 20 in Bozeman. Further information may be obtained from June Atkins, President, R.F.D. No. 1, Deer Lodge 59722.

The International Reading Association's 22nd Annual Convention will be May 2-6 in Miami Beach, Florida. The theme of this year's convention is *Reading to Be Free*. Registration packets are available from IRA Headquarters, 800 Barksdale Road, Newark, Delaware 19711.

April 22, 1977 is the deadline for submitting the agreements for the reading coordinator training program. To date we have 16 districts wanting to participate and there are four more slots left.

This year is the first for the Montana Young Readers Award. Information packets on how to participate have been sent to all elementary schools. If you have not received yours, write to Rita Brownlee, Reading Consultant, Office of Public Instruction, Helena 59601.

Idea Swap. In order to get your students motivated to read library books, why not have a read-in? Bring a variety of books to the classroom from the library. Give each student a book. The object is for each youngster to learn something new to share with the class. A set amount of time is given to read any part of the book. At the time-up signal, each student passes his/her book to another. This process can be done once or a number of times. When the read-in is over, students can share some of the interesting things they learned.

PUBLICATIONS

(These are not necessarily endorsed by the Office of Public Instruction) New Action Unit, Publisher: Scholastic, 50 W. 44th. St., New York, N.Y. 10036. Price: \$199.50.

This is a semester program designed for secondary school students who read as low as the second grade level. The materials are geared to meet four major objectives: 1) to motivate students to read; 2) to

build a skill in word attack; 3) to build skill in reading comprehension; and 4) to build confidence.

Trip Into Reading by Nancy J. Carr. (Intermediate and Primary Editions, 60 pp. each), Oregon Press 1975, P.O. Box 1391, Cupertino, California 95014. Price: \$4.95 each.

These booklets are composed of games and activities to reinforce reading skills. For each game or activity, the purpose, materials and instructions are given.

A dictionary is merely the universe arranged in alphabetical order.
Anatole France

SCIENCE SCIENCE

From Larry Thomas,
Science Consultant

NEWS FROM HELENA

The OPI workshops in Billings and Missoula offered science sessions for teachers in problem solving and environmental encounters for elementary science, aviation education, lab activities in biology, an advanced chemistry course and lab-oriented physical science.

Twenty Montana school districts are involved in a solar energy monitoring project. The schools are collecting data that will be useful in determining the possibility of solar energy use in Montana. The project was written by Charles Fowlkes of Bozeman, and is funded by the Montana Department of Natural Resources. If you are interested in a similar project, please contact me; several more schools will be included in Phase II of the project. The following is a list of schools now participating in the project: Great Falls, Russell, Billings, West, Missoula, Hellgate, Helena High, Kalispell, Butte High, Dillon, Miles City, Glasgow, Glendive, Havre, Libby, Polson, Hamilton, Lewistown, Colstrip, Bozeman, West Yellowstone, Browning, and Harlowton.

Metric education has been a big issue in the state this year. Montana is part of a four-state Metric Consortium which has as its purpose the training of teachers in the metric system. Montana will have three training sites this summer. If you are interested in participating in this project contact the following site directors for details:

William Stannard, Math Department, Eastern Montana College, 657-2230.

Verlyn Stahlecker, Math Department, Northern Montana College, 265-7821.

Rick Billstein, Math Department, University of Montana, 243-2603.

On Jan. 10, the Board of Public Education adopted a position statement on metric education. It says that the Board recognizes the change to the metric system, and encourages schools "to give increased attention to the teaching of the metric system of measurement."

CLASSROOM IDEAS - Elementary Science

Fun and Learning with Sand (Based on SAND, from ESS) contributed by Lucy Wiggins, Grade 3 - Roosevelt School, Missoula, Montana.

Sand is not an unusual material in the life of a child. Seen as a special subject for a science project, however, sand becomes more than contents of a sandbox or wet stuff at the beach.

Third graders in Missoula recently found sand to be an interesting subject for measuring, sifting, microscopic examination, comparison, making "rocks" and sand painting. Riverbanks, beaches and other natural areas are good sources for sand and provide a variety of particle sizes. Our sand was colored by shaking dry sand together with dry tempera or a few drops of food coloring.

The project was conducted at a series of stations on the playground basketball court. The class was divided in groups which rotated from station to station. The teacher and two helpers provided assistance, but the rock-making station and the sand painting station operated without helpers. A pupil workbook was made for use at the stations and each station assistant asked questions, had room for narrative comments.

Preliminary information, directions and discussions were conducted prior to going on the playground. Stations were organized as follows:

- Sorting, sifting, balancing. Materials - assorted sifting devices including strainers, screening wire, cone cups, combs, brushes.
- Observation and comparing. Materials - magnifying lenses, elementary classroom microscopes, salt, sugar, soil.
- Examining, flowing, building and piling. Materials - cardboard sandboxes, aluminum pie plates, rulers, string, sorted sand, water.
- Experimenting with durability of various materials in making rocks. Materials - sand, flour, salt, sawdust, soil, dry cement, water.

Each pupil made a "rock," keeping a record of what materials were used. These were placed on waxed paper in the classroom and allowed to dry. Later these were topics of discussion and comparison's were made.

- Sand Painting: Materials - construction paper, glue, sand colored with dry tempera or with food coloring. Trays for catching and reusing colored sand. Paintings were displayed later.

National Metric Week Activities

May 9-13, 1977

Some activities which could be successful during National Metric Week are:

- metric airplane flying contest
 - metric field day
 - metric poster contests
 - scale drawings of schools in metric measures
 - scavenger hunts
 - estimation contests
 - daily school announcements in metric terms, such as weather reports, etc.
 - parent workshops
 - community metric awareness workshops
 - design contest for auto bumper stickers
 - writing metric limericks and designing puzzles
 - distributing metric recipes
 - metric track meet
- "Why don't you begin planning a metric week for your school?"

Physics

LED Timer - A Kodak plastic film can is an ideal housing for a miniature red-light-emitting diode (LED) timer which can be constructed from solid-state components for under \$5. The LED timer can be used in the darkroom for printing exposures; for making long exposures at night when it's too dark to see a watch; as an interesting electronics project in physics classes; as a useful device in the physics laboratory; and as an attention getter for child portraiture and candid photos. The flash rate is adjustable from several flashes per second to one every several seconds. Directions for constructing the LED timer - including parts list - are given by Forrest M. Mims in the May 1974 issue of *Popular Photography*, pp. 98-99. Persons interested in construction of the LED timer may wish to read Forrest Mims' comments in "Letters to the Editor," *Popular Photography*, July 1974. A number of builders followed Mims' original instructions correctly, only to have their units emit a single flash when the switch was flipped on. Mims' comments in the July issue suggest a cure for this problem.

Chemistry

Reagent Transfer - To avoid interchanging eyedroppers used with different chemicals, and to prevent acid (or other reagent) spillage, simply tape a test tube to the side of each reagent bottle to act as home for its own eyedropper.

If you have an idea, classroom project or teaching method that you would like to share with other science teachers in the state, send them to:
Larry Thomas, Science Consultant
Office of Public Instruction
Capitol, Helena, 59601

LABORATORY SUPPLIES

Dennis Bauer, a biology instructor at Clyde Park High School, formed the Montana Biological Supply

Company three years ago. He attempts to supply most of the materials and supplies needed in elementary or high school biology courses. The next catalogue, to be mailed in April, will also include all the replacement materials needed for the life science part of the SCIS program. If you desire more information or a catalogue, contact Dennis Bauer, Montana Biological Supply Company, Box 1281, Livingston 59047.

SKYLAB FILMS AVAILABLE

The American Association of Physics Teachers, in cooperation with NASA, has just completed twelve, single-concept, super-8 mm. films based on science demonstrations performed during the Skylab mission. Each of the films presents one concept demonstrated in the zero gravity environment of Skylab. Examples of the titles are *Moving Astronauts*, *Reference Frames*, *Gyroscopes*, and *Games Astronauts Play*. The film editors, Robert Fuller and Thomas Campbell, have produced teachers' guides to accompany each of the twelve films. Each guide provides a description of the content of the film, background information, questions and suggested student activities related to the film. For a brochure describing all twelve films, write the American Association of Physics Teachers, Graduate Physics Bldg., State University of New York at Stony Brook, Stony Brook, NY 11794.

MONTANA ACADEMY OF SCIENCE

The Montana Academy of Science will conduct its annual meeting in Missoula on April 15-16. Several sectionals and papers of interest to science teachers will be presented during the Saturday sessions. For more information contact William Brumley, Executive Secretary, Northern Montana College, Havre 59501.

CAPITAL HIGH SCHOOL EXPLORES THE THIRD DIMENSION

By Pat Grants, Sophomore

Physics classes at Capital High School, Helena, under the supervision of teacher Pat Johnson, have built a laboratory to make holograms — three-dimensional photographs made with laser light. Capital believes that it is the first Montana high school to set up a holography laboratory.

The process was invented in 1947 by Dennis Gabor, a British scientist, who discovered and developed the mathematical theory for holography while working on the electron microscope. Not until the development of the laser did it become so popular with the scientific community. More recently, artists have found holography to be a new and exciting medium and very little technical knowledge is necessary.

"Holography" was coined by George Stroke, a pioneer in laser photography. The word "holography" means complete or whole and "graphy" means to write or to picture. Therefore, "holography"

means the complete or whole picture.

A hologram gives a viewer the effect of seeing a statue through a piece of glass or a window pane. When the viewer moves his head from side to side or up or down, he can look around an object in the foreground and see an object clearly in the background. For example, if the viewer were seeing only one side of a die, he could simply move his head from one side to the other to see the other sides of the die easily.

In holography, depth has actually been recorded. The depth is not an illusion. For this reason, holograms are truly three-dimensional. In order to make holograms, a dark room is used as the camera. A laser is the light source, and photographic film records the information. The end product is a darkened piece of glass which when properly illuminated with laser light, recreates a three-dimensional image from the glass. It is important that the hologram be made on a rigid table isolated from building vibrations. For this reason the table is supported by inflated inner tubes.

Holograms have a tremendous data storage capability because many pictures can be recorded on the same piece of film. Theoretically it is possible to record all of the information in the Library of Congress on a two-inch plastic cube. If a hologram were to be broken, each piece of the hologram would be capable of reconstructing the entire picture; the entire image could be seen through any piece. Depending on the location of the piece viewed, the perspective is changed, as though one were looking through a hole in a covered window. Depending on the location of the hole, the outside scene is viewed in its entirety but from a different perspective.

Holograms are excellent detectors of microscopic motion in such things as plant growth. They can also be used to check for weak points or stress points in metal, plastic, glass and other materials without causing the destruction of the material. Holography is a new area of physics and quite an unexplored area of physics in which to work. Through the use of holograms, scientists will be able to incorporate many new ideas into practical research and analysis.

Mrs. Johnson said she believes that the teaching of holography to students is important because, "It is an application of all of the principles of geometrical optics to an exciting art form and data storage system. It is a subject that can be utilized by the non-technically inclined as well as for research at the high school level by those physics students who wish such experience. It allows the student to work with one of the newest ideas in physics as well as to study the traditional concepts."

Her physics classes have hosted a public holography show that was presented by Dr. Mac Rugheimer and Dr. Larry Kirkpatrick of Montana State University. In addition to the professionally made holograms, holograms made by Capital High School students were exhibited.

Legislative Update

House Bills

HB 34 - S - Bardanoue

To revise and clarify the laws relating to teachers' retirement and death and disability benefits.

HB 69 - PH - Gunderson, South, et al

To authorize the Board of Public Education to employ an executive officer to administer the vocational education program.

HB 185 - S - Keyser, Seifert, South

To exempt candidates for the office of trustee of certain school districts from the provisions of the election laws relating to campaign treasurers.

HB 239 - PH - Brand

To provide for denial of unemployment benefits to school employees whenever they have a contract or reasonable assurance of returning to work in the next academic year.

HB 289 - S - Quilici, Menahan, et al

To change the composition of the Teachers' Retirement Board.

HB 305 - PS - Kessler, Cooney, et al

To establish a state policy for adult basic education allowing a state fund for its support.

HB 315 - S - Dassinger, Teague, et al

To allow trustees of elementary and high school districts to provide for a religious instruction released time program.

HB 365 - PH - South

An act relating to the school foundation program.

HB 410 - PH - Dussault, Tropila, et al

To allow school districts to establish programs for serving gifted and talented children and providing for funding of these programs.

HB 467 - A - Kimble

To allow school districts to contract for Special Education services.

HB 485 - PH - J. Gunderson, Bengtson, et al

An act regarding the use and administration of corporal punishment in public schools.

HB 489 - K - Eudaily, Waldron, Meyer

To allow school district voted tax levies to be effective for 2 years.

Legend -

PH = Passed House
PS = Passed Senate
K = Killed
S = Signed
A = Action in House of Origination

HB 578 - A - Courtney, Harrington, et al

To increase the maximum-general-fund-budget-without-a-voted-levy schedules for elementary and high schools.

HB 707 - K - Sivertsen, Conroy, et al

To provide that locally based Indian Teacher-Training Programs be administered by local school districts or Indian Nonprofit Corporations in cooperation with the units of Higher Education in Montana.

HB 765 - PH - Driscoll

To generally revise the laws relating to the Teachers' Retirement System with respect to qualified tax status.

HB 768 - K - Kimble, Conroy, et al

To recognize and declare eligible for State Aid Indian Controlled Public School and Tribal Education System.

Senate Bills

SB 77 - K - Kolstad, Thiessen, Stephens, et al

Raising the legal age for consuming or possessing alcoholic beverages to 19 and submitting the proposed act to the electors.

SB 138 - PH - Mathers, Fasbender

Authorizing the Board of Public Education to appoint an executive secretary and staff.

SB 144 - PH - Watt, Warden, Dover

Authorizing county superintendents of schools to accept and disburse money in those districts which do not employ a district superintendent.

SB 188 - PS - Thomas

Raising the reimbursement rate to parents transporting their children to school.

SB 243 - PS - Murphy, Bergren, et al

Deleting the provision that a non-tenure teacher whose contract has not been renewed may request a statement of the reasons for termination.

SB 271 - PS - Blaylock

Providing for changes in financial schedules for the maximum general fund budgets for elementary and high schools.

SB 300 - PH - Watt, Murray

Eliminating the County Boards of School Budget supervisors.

Library study canvasses 4,000 Montanans

How important are school libraries to you? Does "school library" make you think of stacks of books, or of filmstrips, or educational games, or passes and fines, or a librarian who's the best teacher in the school, or a major budget item or a place where students love to go? Or all or none of the above?

The Board of Public Education and the State Superintendent want to know and this month are asking some 4,000 Montanans about the present and future of school libraries.

If you read *Montana Schools* chances are better than 50-50 that your opinion is being sought. Survey forms have been sent to every principal or supervising teacher, every school and public librarian and every county and district superintendent in Montana. Surveys also have gone to a sampling of teachers, parents, elementary students and secondary students.

These people are being asked questions ranging from whether or not their libraries have security problems, to the extent of professional collections in schools, to what school library media centers should be and do.

The deans of education at Montana colleges and universities will be interviewed for their opinions of the present and future of school library media centers and to find out what's being done to prepare their graduates for the changes coming to school libraries. Students majoring in education and first-year teachers also will be interviewed.

Monica Kittock-Sargent, manager of the Library Media Division of the Superintendent's office, is in charge of the study. She said she expects the study to reveal how much support exists for school libraries as well as ideas for future programs. The State Superintendent and the Board of Public Education can use information from the study to help in developing programs and standards for school library media centers in Montana.

A researcher, Janelle Fallan, recently was hired to help conduct the study. She works with a committee whose members were invited to provide the perspectives of working school and library people. The committee includes teachers, school and public librarians, principals, superintendents, parents, school boards, county superintendents and teacher training staff.

Calendar

April

- 13 - 15 State Future Farmers of America Leadership Conference, Bozeman
- 15 - 16 Music Festivals, Districts 1,2,4,5,6, & 7
- 16 - 17 Montana Association of School Administrators Conference, Helena
- 17 - 23 National Library Week
- 18 - 19 State Superintendent's Annual Education Conference, Helena
- 19 - 20 Montana Association of County Superintendents Annual Meeting, Helena
- 18 - 22 National Association of Elementary Principals Conference, Las Vegas
- 22 - 23 Music Festivals, Districts 3,8,9,10,11, & 12
- 27 - May 2 National High School Distributive Education Clubs of America Career Development Conference, Anaheim
- 29 Arbor Day

May

- 1 Law Day
- 1 - 2 Montana Traffic Education Association Annual Conference, Travelodge, Helena
- 5 - 7 Montana Library Association, Convention School Library Media Division, Billings
- 6 - 7 State Solo & Ensemble Festivals
- 7 - 10 National Office Education Association Leadership Conference, Houston
- 28 - 31 Western Business Education Association, Scotsdale
- 30 Memorial Day

Program	FEDERAL PROGRAMS CALENDAR DEADLINE		Program Information
	Certified Mail Deadline*	Federal Agency	
Research Grants on Organization Processes	April 11, 1977	NIE	Preliminary proposals only. Full proposals based on preliminary proposal will be accepted by July 15, 1977.
Handicapped in Science	April 15, 1977	NSF	Final Proposals from colleges, universities, schools for the handicapped and nonprofit organizations.
Gifted and Talented	April 22, 1977	USOE	LEAs, SEAs, institutions of higher education.
Emergency School Aid	April 22, 1977	USOE	Public agencies, particularly LEAs with plans described in Sec 706(a) of ESEA and LEAs with recently adopted plans for the 1977-78 school year.

Application must be sent by registered or certified mail to the federal agency listed and must be postmarked not later than 5:00 p.m. on the date indicated. Deadlines for hand delivered applications are customarily a few days later. For further information, contact: Ralph G. Hay, Grants and Contracts, Division of Planning, Development and Evaluation for School/Community, Office of Public Instruction, Capitol, Helena 59601. Telephone: 449-3693 or toll-free 1-800-332-3402.

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Montana schools



Cheryl Rainey, a senior from Miles City, and Phil Schlatter, a senior from Kalispell, visited the Office of Public Instruction this month where they acted as "Superintendents for a Day." They were delegates last summer to Girls and Boys State and participated in a model government in which they ran in elections to become "Superintendents of Public Instruction." They are shown with Superintendent of Public Instruction Georgia Rice and Ed Eschler, Social Studies Consultant in the state office.

Greetings From Georgia Rice

The most common question of the month is "what is happening to legislation on education?" Although the question usually is directed to what is happening in our own Montana Legislature, let's examine the question of a broad scope. At the state, national and local levels, education is faced with what we may view as a new way of life for some time to come; that is, our legislature, local groups and Congress have taken an interest in education which is unparalleled in history. Money for education is decreasing, policy making by interested citizen groups is increasing and better performance and accountability of education are in demand. Education has become a popular speciality with many citizen groups who sometimes do not realize the extent or effect of their demands. The relatively autonomous education community of a few years ago is disappearing.

What does all of this mean to education in the future? It is difficult to predict since this new role and interest of citizen groups is still emerging. What is likely to happen is that education will ultimately improve with change and educators will continue to be flexible to change as they have been in the past.

We as educators do flex our muscles and endeavor always to provide the best for students we serve. I'm sure that every citizen group has this same intent and together we will find our common ground of agreement and thus provide the best education possible for those we serve.

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